



**THE VOCABULARY MASTERY
OF THE FOURTH GRADE STUDENTS
OF SD 2 PASURUHAN LOR KUDUS
IN THE ACADEMIC YEAR 2013/2014 TAUGHT THROUGH
STORY READING**

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2014**



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SKRIPSI

**Presented to the University of Muria Kudus
In Partial Fulfillment of the Requirements for Completing
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By

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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2014

MOTTO AND DEDICATION

MOTTO

- ❖ Today must be better than yesterday
- ❖ Don't play with time, because time is money.
- ❖ Always fighting in doing something.



DEDICATION

This skripsi is dedicated to:


- ❖ Allah the Almighty.
- ❖ Her beloved parents, Mr. Rusmani, Mrs. Widarmasih, and also her sister, Arrina and Na'ima, thanks for their support.
- ❖ Her all beloved lecturers.

ADVISORS' APPROVAL

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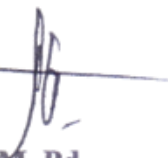
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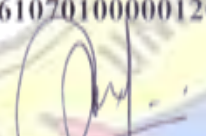
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The writer realizes that without support and motivation from many persons, the writer would not be able to accomplish of this research proposal well. Therefore, in this occasion the writer would like to express thanks to those who has helped and suggested her directly or indirectly in composing this research. They are:

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The writer admits that in composing this research is still far away from the word perfect because of our limitation of knowledge, time, and energy. Therefore, the writer would like to apologize to all of people and also needs critics and suggestions are expected for the perfectness of this research. The writer also hopes that this research can be useful for everyone.

Kudus, December 2013

Puput Malia Rosalina

ABSTRACT

Rosalina, Puput Malia. 2014. *The Vocabulary Mastery of the Fourth Grade Students of SD 2 Pasuruhan Lor Kudus in the Academic Year 2013/2014 Taught through Story Reading. Skripsi*. English Education Department, Teacher Training and Education Faculty. Muria Kudus University. Advisor : (1) Mutohhar, S.Pd, M.Pd., (2) Dra. Sri Endang Kusmaryati, M.Pd.

Key words: *Vocabulary, Story Reading*

One of the important components of language is called vocabulary. Without vocabulary students can not apply language well. Students with larger vocabularies usually have easily to communicate everything such as articulate responses to questions. The English teacher in SD 2 Pasuruhan Lor Kudus said that Fourth Grade Students still have difficulties to master vocabulary. They are difficult to use the correct vocabularies in sentences. So we need strategy to replace that method. To solve the problem, the writer used Story Reading as strategy to teach English vocabulary. Story Reading is a strategy of reading story to make connection between oral language and written language using correct pronunciation, loudly voice and adjust voice with character in the stories.

The aim of this research is to find out whether or not there is a significant difference between the Mastery of Vocabulary of the Fourth Grade Students of SD 2 Pasuruhan Lor Kudus in the Academic Year 2013/2014 before and after being Taught through Story Reading.

The writer used design experiment of single group. This research conducted at SD 2 Pasuruhan Lor Kudus. The subject of this research is the whole of Fourth Grade Students of SD 2 Pasuruhan Lor in the Academic Year 2013/2014. The writer did testing students' vocabulary mastery before and after was given treatment (pretest-posttest) using Story Reading with 20 multiple choice items as instrument of the research.

Based on the result of calculating data of t-test of vocabulary mastery, the writer found t-test 13.76 while t-table 2.03 with level of significant 0.05 and degree of freedom (df) 37. Because of t-test 13.76 > t-table 2.03 the writer accepted which said that the mean of The Vocabulary Mastery' score before being Taught through Story Reading is not the same with the mean of The Vocabulary Mastery' score after being Taught through Story Reading. In other words, there is a significant difference between The Vocabulary Mastery of the Fourth Grade Students of SD 2 Pasuruhan Lor Kudus in the Academic Year 2013/2014 before and after being Taught through Story Reading.

Based on the result above, the writer suggested that the English teacher should use Story Reading as an alternative strategy to teach English vocabulary for Fourth Grade Students of SD 2 Pasuruhan Lor Kudus in the Academic Year 2013/2014.

ABSTRAKSI

Rosalina, Puput Malia. 2014. *Penguasaan Kosa Kata Pada Siswa Kelas IV SD 2 Pasuruhan Lor Kudus Tahun Ajaran 2013/2014 Diajar Melalui Membaca Cerita*. Skripsi: Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muria Kudus. Pembimbing: (1) Mutohar, S.Pd, M.Pd., (2) Dra. Sri Endang Kusmaryati, M.Pd.

Kata kunci : *Kosa kata, Membaca cerita*

Salah satu komponen penting dari bahasa yang disebut kosa kata. Tanpa kosa kata siswa tidak dapat menggunakan bahasa dengan baik. Siswa dengan kosa kata yang lebih besar biasanya memiliki kemudahan untuk berkomunikasi segala sesuatu seperti mengartikulasikan tanggapan terhadap pertanyaan-pertanyaan. Guru bahasa Inggris di SD 2 Pasuruhan Lor Kudus mengatakan bahwa siswa kelas IV masih mengalami kesulitan untuk menguasai kosa kata. Mereka sulit untuk menggunakan kosa kata-kosa kata yang benar dalam kalimat-kalimat. Jadi kita perlu strategi untuk menggantikan metode tersebut. Untuk mengatasi masalah tersebut, penulis menggunakan membaca cerita sebagai strategi untuk mengajar kosa kata bahasa Inggris. Membaca cerita adalah sebuah strategi membaca cerita untuk membuat hubungan antara bahasa lisan dan bahasa tertulis menggunakan pengucapan yang benar, suara keras dan menyesuaikan suara dengan karakter dalam cerita-cerita.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada atau tidak ada perbedaan yang signifikan antara penguasaan kosa kata siswa kelas IV SD 2 Pasuruhan Lor Kudus tahun ajaran 2013/2014 sebelum dan sesudah diajar melalui membaca cerita.

Penulis menggunakan model eksperimen kelompok tunggal. Penelitian ini dilakukan di SD 2 Pasuruhan Lor Kudus. Subjek penelitian ini adalah seluruh siswa kelas IV SD 2 Pasuruhan Lor Kudus tahun ajaran 2013/2014. Penulis melakukan pengujian penguasaan kosa kata siswa sebelum dan sesudah diberikan perlakuan menggunakan membaca cerita dengan 20 soal pilihan ganda sebagai instrumen penelitian.

Berdasarkan hasil perhitungan data t-test penguasaan kosa kata, penulis menemukan t-test 13,76 sedangkan t-table 2,03 dengan tingkat signifikan 0,05 dan derajat kebebasan (df) 37. Karena t-test 13,76 > t-table 2,03, penulis menerima hipotesis yang mengatakan bahwa rata-rata nilai penguasaan kosa kata sebelum diajar melalui membaca cerita tidak sama dengan rata-rata nilai penguasaan kosa-kata setelah diajar melalui membaca cerita. Dengan kata lain, ada perbedaan yang signifikan antara penguasaan kosa kata siswa kelas IV SD 2 Pasuruhan Lor Kudus pada tahun ajaran 2013/2014 sebelum dan sesudah diajar melalui membaca cerita.

Berdasarkan hasil penelitian diatas, penulis menyarankan guru bahasa Inggris seharusnya menggunakan membaca cerita sebagai sebuah strategi alternative untuk mengajar kosa kata bahasa Inggris untuk siswa kelas IV SD 2 Pasuruhan Lor Kudus tahun ajaran 2013/2014.



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